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ABSTRACT

Presented by the Texas Education Agency, this guide describes 75 validated programs approved for replication by the Demonstration Programs for School Improvement (DPSI) statewide steering committee for 1981-83. Administered by the Division of Dissemination, the network enables public and private school educators to visit, study, and adopt proven programs to meet specific local needs. Following guidelines on how to become a DPSI program and how to adopt a program, a note on adoption costs, and a list of regional facilitators, the manual describes each program as to program focus, target population, objectives, activities, developmental funding, superintendent, and program contact person. Programs described are in the following general areas: career/community/vocational; early childhood/parent readiness/special education; environmental education/science/social science; learning resource centers/school communication; National Diffusion Network Programs developed in Texas; organization arrangements/staff development; language arts/mathematics/reading; special interests: alternative/arts/gifted and talented; and special interests: guidance/health/second languages/study skills. (Author/CM)

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DEMONSTRATION PROGRAMS FOR SCHOOL IMPROVEMENT [1981-1983]

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Foreword

I am pleased to submit for your consideration the programs selected for the 1981-83 Demonstration Programs for School Improvement network. The programs included in this guide represent the many successful educational approaches now underway in Texas schools.

Since 1972, the Demonstration Programs for School Improvement network has become the Texas way to share education programs that work. It gives educators a chance to learn about, visit, and if they choose, "adopt" an effective education program.

Over the years the demonstration sites have prompted many improvements in Texas classrooms. I thank you for your cooperation in this effort and encourage you and your staff members to visit the new network programs.

Raymon L. Bynum
Commissioner of Education

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BONNIE GARRINGTON, Coordinator
Demonstration Programs for School Improvement

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Demonstration Programs For School Improvement: 1981-83

Sharing Ideas and Ingenuity

The Texas Education Agency is pleased to present the new Demonstration Programs for School Improvement: 1981-83, a guide to 75 validated programs approved for replication by the DPSI statewide steering committee.

This network, administered by the Division of Dissemination, enables public and private school educators to visit, study, and then adopt proven programs which will meet specific local needs.

While DPSI programs are supported by a combination of local, state, and federal funds, their primary ingredients are ideas and ingenuity. They vary considerably in philosophy, cost, and complexity. Yet, each shares one common denominator: it works.

How To Become a DPSI Program

- Recommend successful programs to the Texas Education Agency. Superintendents, executive directors of regional education service centers, deans of teacher education institutions, and Texas Education Agency staff members are asked to nominate programs each spring.

- If the program meets eligibility criteria, program directors will be asked to complete a program information report. Trained service center staff can help complete reports and prepare for onsite visits.

- Texas Education Agency curriculum and other specialists will examine the program information report for completeness and merit.

- An observation team will visit recommended programs to verify information and interview participants. Teams include faculty and curriculum specialists from school districts, education service centers, colleges and universities, and the Texas Education Agency.

- The statewide steering committee will select programs for the DPSI network at the end of the school year. Judgments are based on the information provided in program, reviewer, and onsite observer reports.

How to Adopt a DPSI Program

The first step is to identify the problem you want solved and the DPSI program which might offer a solution. That's why DPSI provides assistance from facilitators in each of the 20 regional education service centers. Their job is to help you find out about, select, and adopt DPSI programs. Contact the facilitator in your region.

Next, survey and visit programs that interest you. DPSI program directors will answer inquiries and arrange for demonstrations.

Decide which program to adopt. Your regional facilitator will help you schedule training by the program staff. Follow-up assistance can also be provided in the immediate months and years following formal adoption.

A Word on Cost...

DPSI's aim is to provide adoption assistance at minimal cost to adopters. An adopter usually pays for any required curriculum materials and for release time for teachers to attend training. Some schools help meet adoption costs with a grant under ESEA Titles I or IV-C.

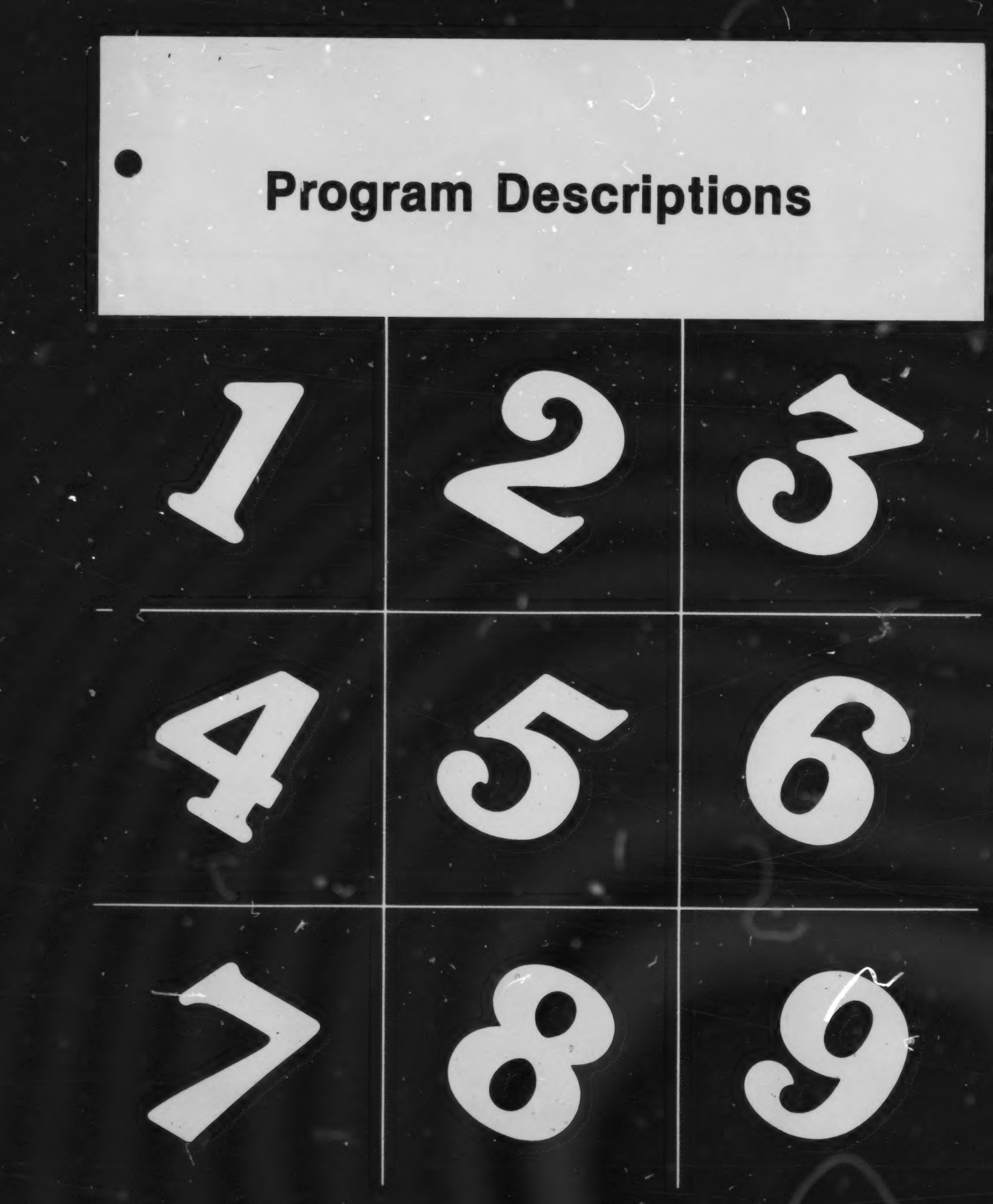
Similar services are available to adopters of National Diffusion Network (NDN) programs. These programs have proved to a federal panel of evaluation experts that they are effective. For more information, contact the NDN facilitator at your education service center.

Facilitators

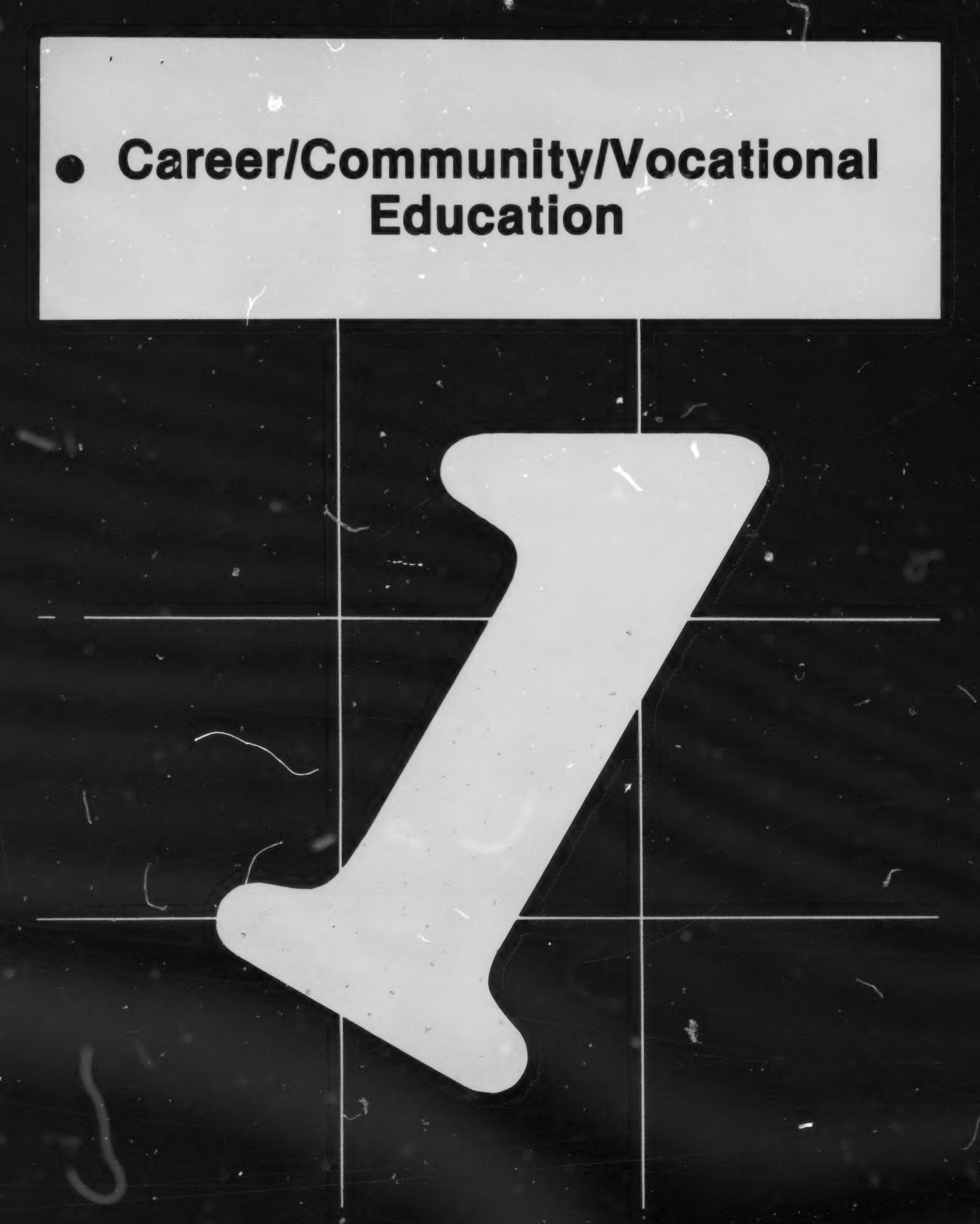
REGION	DPSI	PHONE	NDN
I	George Franklin	512/383-5611	George Franklin
II	Madalyn Cooke	512/883-9288	Madalyn Cooke
III	Bill Powell	512/573-0731	Bill Powell
IV	Sandy Nix	713/462-7708	Sandy Nix
V	Edith Peacock	713/835-5212	Edith Peacock
VI	Carol Griffith	713/295-9161	Margaret Looper
VII	Beverly Rodgers	214/984-3071	Beverly Rodgers
VIII	Leroy Hendricks	214/572-6676	Leroy Hendricks
IX	Gail Smith	817/322-6928	Art Phillips
X	Jacquelyn Harrison	214/231-6301	Jacquelyn Harrison
XI	Mary Frances Hull	817/625-5311	Mary Frances Hull
XII	Della Whatley	817/756-7494	Rosemary Richards
XIII	Laura Williams	512/458-9131	Laura Williams
XIV	Bob Maniss	915/677-2911	Bob Maniss
XV	Nancy Lowe	915/655-6551	Nancy Lowe
XVI	Jack Shelton	806/376-5521	Jack Shelton
XVII	Travis Brown	806/792-4000	Travis Brown
XVIII	Bill Whitfield	915/563-2380	Bill Whitfield
XIX	Mary Nell Dodd	915/779-3737	George Chancellor
XX	Bill Lafferty	512/828-3551	Bill Lafferty

Further information about the Demonstration Programs for School Improvement network may also be obtained from the Division of Dissemination, Texas Education Agency, 201 East 11th Street, Austin, TX 78701. Phone: 512/475-5601.

Program Descriptions



Career/Community/Vocational Education



Career Development For the Hearing Impaired

Program Focus: Provides an individualized spiralling career education curriculum for hearing impaired students. Includes a deaf multihandicapped component.

Target Population: Hearing impaired students in grades K-12.

Objectives: Develop a sequential program of career education for students at the Dallas Regional Day School for the Deaf through the use of media, existing career development centers, and vocational schools.

Activities: Provides activities for hearing impaired at three functional levels in each grade. For each track high interest, low reading level textbooks, media packages, and instructional units are available to teachers. Career concepts are infused within all subject areas. Among options for students are mainstreaming in hearing classrooms, enrollment in district magnet schools and career programs, and full- or part-time attendance at the Dallas Regional Day School for the Deaf.

Developmental Funding: ESEA Title I

Superintendent: Linus Wright

Program Contact:

H.B. Bell
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
Phone: (214) 824-1620

High School for the Health Professions

Program Focus: An individualized program of career education clusters which prepares students for the health care field.

Target Population: Students interested in health careers, grades 9-12.

Objectives: Provide opportunities for exploring health careers. Develop marketable skills in a special occupation. Furnish students with career skills needed for entry-level careers and college preparation.

Activities: Two campuses offer occupational and career education clusters in 14 areas, including health, medical, dental, and veterinary careers. Clusters include health exploration, bioscience, vocational nursing, veterinary careers, hospital support services, and dental technology. A competency-based curriculum, field trips, guest speakers, and internships in hospital and private settings prepare students for entry-level health careers. Students also prepare for advanced medical and dental studies.

Developmental Funding: Local

Superintendent: Linus Wright

Program Contact:

H.B. Bell
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
Phone: (214) 824-1620

Skyline Career Development Center

Program Focus: An individualized, performance-based curriculum with 24 clusters ranging from advanced academic programs to career education opportunities.

Target Audience: Students in grades 9-12.

Objectives: Design a curriculum to provide students with (1) a high school diploma, (2) college or technical school academic preparation, and (3) career skills for future employment or advanced education.

Activities: Career clusters enable students to maintain a balance between academic and career education. Each cluster has a community advisory committee for curriculum, evaluation, and involvement. Individualized instruction includes small group work to increase social, personal, and communication skills. Instruction is also designed to develop responsible attitudes and encourage independent growth. Clusters include advanced mathematics and English-journalism, architecture careers, computer technology, electronic sciences, food services and management, graphics communication, interior design, plastics technology, and social science. Evaluation is conducted by the district.

Developmental Funding: Local

Superintendent: Linus Wright

Program Contact:

H.B. Bell
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
Phone: (214) 824-1620

Counseling—Job Placement—Follow-Up—Accountability

Program Focus: A vocational education program which emphasizes job-related training appropriate for this locale.

Target Population: Students in pre-employment programs, grades 11-12.

Objectives: Maintain a comprehensive counseling program responsible for the selection and retention of vocational students. Provide placement and follow-up services for pre-employment graduates appropriate for their training. Implement an accountability procedure.

Activities: Job development duties include visiting employers and placing pre-employment students before graduation. Achievement record forms serve as a guide to prospective employers in hiring trainees. Follow-up card systems list the trainee's employment record, occupational and educational status, and references. Cards are kept on file for five years. Multimedia materials for orientation and career information are provided in elementary, junior high, and high schools. Applications, brochures, and interest tests are used for student selection and placement. Interview instruments and occupational materials are disseminated. Vocational counselors play a key role in the overall program.

Developmental Funding: Local

Superintendent: William Holm

Program Contact:
John Goodman
Ector County Independent School District
P.O. Box 3912
Odessa, TX 79760
Phone: (915) 332-9151

Job Placement and Follow-Up

Program Focus: A vocational education program which helps students obtain employment and adjust to their occupational environment.

Target Population: Students age 16 or older.

Objective: Help students get suitable jobs.

Activities: The program maintains an information system which matches student interests, abilities, and needs with employer requirements. Graduating seniors participate in an occupational follow-up program. A full-time placement coordinator works with community, business, and industrial leaders to enlist their support and locate job opportunities, assists supervisors and teachers in providing training to meet community needs, provides guidance to counselors, and helps students adjust to jobs.

Developmental Funding: No special funding

Superintendent: C.N. Boggess

Program Contact:
Wilma McCrury
Harlandale Independent School District
102 Genevieve Street
San Antonio, TX 78285
Phone (512) 924-2301

Community Education

Program Focus: Provides educational, vocational, cultural, social, recreational, and health classes in public school facilities for the total community.

Target Population: Community residents of all ages.

Objectives; Develop a community education program which utilizes school facilities after regular school hours.

Activities: Approximately 50 community education courses, free and tuition-paid, are offered in coordination with city government, civic groups, local colleges, and community agencies. A district-wide coordinator and campus director plan and supervise activities, publicize programs, and prepare community education teachers and activities leaders for classes.

Developmental Funding: ESEA Title IV-C and local

Superintendent: Wendell Hubbard

Program Contact:

Bonnie Avard
Sherman Independent School District
P.O. Box 1156
Sherman, TX 75090
Phone: (214) 892-9115

Early Childhood/Parent Readiness/Special Education

Developmental Learning Center

Program Focus: A developmental program for severely and profoundly multi-handicapped individuals whose adaptive behavior levels range from birth through five years.

Target Population: Severely to profoundly multi-handicapped individuals, ages 3-21.

Objectives: Develop an educational program to include occupational, physical, and speech therapy, psychological evaluation, and inservice training.

Activities: The curriculum—Adaptive Design, Analysis and Procedures for Teaching Handicapped Students (ADAPT)—provides individualized, data-based instruction. The zero-reject model includes assessment and educational programming in the areas of sensory motor integration, perceptual motor skills, communication, and self-help skills, including pre-vocational training. Occupational and physical therapists, speech pathologists, a psychologist, pediatric nurse, parent-counselor, and program supervisors work with the teacher to coordinate individualized programming for each student.

Developmental Funding: ESEA Title I

Superintendent: John Ellis

Program Contact:
Patricia Towal
Austin Independent School District
6100 Guadalupe Street
Austin, Texas 78752
Phone: (512) 451-8411

Early Childhood Education

Program Focus: Emphasis is on direct teaching of oral language and concept development.

Target Population: Four-year-old Title I children identified as needing pre-kindergarten language development.

Objectives: Provide a learning environment for pre-school children which encourages language development.

Activities: The curriculum is organized around science themes. All content areas—mathematics, music, art, literature, and physical education—are integrated into these themes. Through problem-solving techniques, the teacher encourages the children to express feelings and ideas.

Developmental Funding: ESEA Title I

Superintendent: John Ellis

Program Contact:
Timy Baranoff
Austin Independent School District
6100 Guadalupe Street
Austin, TX 78752
Phone: (512) 451-8411

Early Childhood Special Education

Program Focus: Designed to minimize the effects of disabilities on children's development, this program uses a team approach. It produces positive behavioral changes in social, psychological, psychomotor, and language/cognitive development.

Target Population: Handicapped children, ages 3-5.

Objectives: Provide comprehensive educational and therapeutic services. Develop a program of education and involvement for families. Enable families to benefit from community services.

Activities: The faculty consists of three groups of specialists: support, instructional, and therapy staff. Objectives are developed into learning activities through assessment by the classroom teacher, educational diagnostician, and therapist. A parent coordinator plans activities and training designed to involve parents in the program. The community services coordinator helps parents find specific services for children. Books, filmstrips, and training packets supplement the program.

Developmental Funding: Local

Superintendent: John Ellis

Program Contact:
Mildred Stokes
Austin Independent School District
6100 Guadalupe Street
Austin, TX 78752
Phone: (512) 451-8411

Education for Parenthood

Program Focus: A cooperative community-sponsored program which utilizes an infant laboratory center to teach high school students the responsibilities of parenthood, child rearing, and the family's role in society.

Target Population: General student body and school-age parents, grades 9-12.

Objectives: Increase knowledge about parenting and child rearing. Reduce the dropout rate and repeat pregnancy rate of student parents.

Activities: The infant laboratory center for children from birth through age three is used by high school students to observe or participate in the guidance of young children. Students in useful homemaking courses such as child development, home and family living, and consumer education observe in the center. Students in gainful homemaking courses, such as pre-employment child care and home economics cooperative education, participate as volunteers and employees. Parents whose children are enrolled in the center participate in club activities to learn child raising information.

Developmental Funding: ESEA Title IV-C, Social Security Act Title XX, and local

Superintendent: John Ellis

Program Contact:
Candice Logue Ayres
Austin Independent School District
6100 Guadalupe Street
Austin, TX 78752
Phone: (512) 451-8411

Project TRY: Training Retarded Youth

Program Focus: Project TRY is a special education program which focuses on the development of survival and job skills.

Target Population: Mentally retarded and multi-handicapped students, ages 13-21.

Objectives: Help students gain the academic, social, and work proficiencies needed for employment. Help students obtain a sheltered, semi-sheltered, or independent living status.

Activities: Students are grouped by age, skill development, maturity, and social behavior. Individual educational plans include study in language development, self-help, health and safety, functional academics, adaptive physical education, music, arts and crafts, and work readiness. Job stations enable students to complete subcontract work provided by the community. Students receive pay for the amount of work they are capable of completing.

Developmental Funding: Education of the Handicapped Act Title VI-B and local

Superintendent: John Ellis

Program Contact:

Mary Byrne
Austin Independent School District
6100 Guadalupe Street
Austin, TX 78752
Phone: (512) 451-8411

School-Age Multi-Handicapped Project

Program Focus: A comprehensive educational and therapeutic program for severely handicapped, orthopedically-impaired students who live in the 10-county area served by Region XIII Education Service Center.

Target Population: Multi-handicapped individuals, ages 6-21.

Objectives: Improve student academic, language, motor, personal, and social skills in a program utilizing both professionals and parents.

Activities: The project includes individualized instruction based on identification and assessment, inservice training for families and staff, coordinated activities with participating school districts, and dissemination of project findings. Personnel include special education teachers, occupational, physical, and speech therapists, a nurse, education supervisor, and teacher aides. Parents participate in workshops, special activities and projects, and as volunteers in classrooms. Regular clinics are conducted by private physicians to assess orthopedic, opthalmological, neurological, and nutritional conditions of students.

Developmental Funding: Education of the Handicapped Act Title VI-B

Superintendent: John Ellis

Program Contact:
Carmen Tyler
Capital Area Rehabilitation Center
919 West 28½ Street
Austin, TX 78705
Phone: (512) 478-2581

Growth Center Project

Program Focus: Early detection of social adjustment problems and prevention of more serious behavioral, learning, and emotional problems are the main objectives. The key to success is the establishment of a working relationship between a student and a caring adult volunteer.

Target Population: Children identified as having potentially serious adjustment problems, grades K-3.

Objectives: Develop a program as an alternative to special education, as well as provide additional support services to some children already identified as having handicaps serious enough to require special education.

Activities: Approximately 100 children in 10 urban elementary schools are matched individually with Growth Center volunteers for one hour per week to promote greater self-confidence and more effective social, emotional, and academic coping skills. A school psychologist supervises, trains, and conducts orientation for all volunteers and school facilitators. Volunteers participate in five group training sessions during the year, along with individual biweekly meetings with the psychologist and/or facilitator.

Developmental Funding: Local

Superintendent: I. Carl Candoli

Program Contact:
Reba Jones
Fort Worth Independent School District
3210 W. Lancaster Street
Fort Worth, TX 76107
Phone: (817) 336-8311

Migrant Early Childhood Program

Program Focus: An individualized, developmental learning program for migrant pre-kindergarten children from homes of limited- or non-English speaking skills.

Target Population: Migrant children, age 4.

Objectives: Develop English and Spanish language skills, sensory-perceptual and motor skills, thinking and reasoning abilities, and a positive self-concept.

Activities: The Southwest Educational Development Laboratory program (Level II) provides six lessons in visual, auditory, and motor training, ideas and concepts, English syntax, and vocabulary building. Individual contracts provide independent and teacher-directed activities at eight to 10 learning centers. Center areas include small group activity, reading, role playing, manipulative skills, discovery, art, and a large group-activity center for music and dance.

Developmental Funding: ESEA Title I

Superintendent: Alejos Salazar

Program Contact:
Sam Gonzalez
La Villa Independent School District
P.O. Box 98
La Villa, TX 78562
Phone: (512) 262-1461

Middle Road Traveler

Program Focus: A series of 12 videotapes and/or 16mm film programs on parenting for use in junior high schools.

Target Population: Junior high school students.

Objective: Help junior high school students understand the responsibilities of parenthood.

Activities: Each tape or film includes at least three of the following concepts: expectations, economics, nurturance, health, safety, discipline, legal rights and responsibilities, family living, nutrition, communication, interpersonal relationships, and child development. Each program runs approximately 30 minutes. The series is accompanied by a study guide, with suggestions for classroom activities included before or after each program.

Developmental Funding: Produced by the Baylor College of Medicine under contract to the Texas Department of Human Resources. Additional "in kind" support was provided by the Texas Education Agency and the Texas Department of Community Affairs.

Commissioner of Education: Raymon L. Bynum

Program Contact:
Betty Cook
Region X Education Service Center
P.O. Box 1300
Richardson, TX 75080
Phone: (214) 231-6301

Environmental Education/ Science/Social Science

Citizen Me

Program Focus: An experience-based curriculum that combines basic citizenship with community involvement.

Target Population: Students in grades K-8.

Objectives: Teach the elements of responsible citizenship, causing students to (1) understand the concepts of leadership, community, authority, and civic responsibility, (2) demonstrate the importance of rules and laws and their responsibility to them, and (3) use models for rational decision making.

Activities: Processes include questioning for critical thought, brainstorming, decision making, role playing, and the use of case studies. The content of the modules is sequentially developed with emphasis in the early grades on self, family, school, and community. Middle school modules include civic responsibility, juvenile justice system, the concept of leadership, and selected rights and responsibilities of citizens. The teacher, in most cases, serves as a guide or facilitator. Teacher training involves two days inservice in questioning strategies, decision making, and grouping techniques. Curriculum guides and the staff development manual are available.

Developmental Funding: Office of the Governor, Texas Criminal Justice Division, and local

Superintendent: George Crowson

Program Contact:
Caroline Penn
Harris County Department of Education
6208 Irvington Boulevard
Houston, TX 77022
Phone: (713) 691-4491

Enrichment Course in Field Ecology

Program Focus: A supplemental program providing field activities in Texas and Mexico, experience with ecological and mathematical curriculum materials, and training in higher order reading and research skills.

Target Population: Academically able students in grades 11-12.

Objectives: Develop a guide and laboratory manual to provide an enriched curriculum incorporating ecological field study, intensive drill in reading skills, and career information/training in advanced biology for a select student group.

Activities: Classes are scheduled five hours per week, with a minimum of one weekend field trip per month, plus three-day and five-day field trips to Mexico. All curriculum materials, reading and math skill development materials, and field/laboratory experiments are developed by the project teacher. Students are evaluated through standardized tests, teacher made tests, observation of laboratory work, and student-teacher conferences.

Developmental Funding: ESEA Title IV-C

Superintendent: Monte Churchill

Program Contact:
Richard Lehman
Mercedes High School
Mercedes Independent School District
P.O. Box 419
Mercedes, TX 78570
Phone: (512) 565-2655

Individually Guided Biology

Program Focus: Individualized instruction in the life sciences, with emphasis on the use of multimedia materials.

Target Population: Students in grades 10-12.

Objectives: Design a program in which students work at their own pace.

Activities: A series of learning stations, including audiovisual centers, is available in classrooms where students key their work to their main interests. Students complete self-selected activities involving laboratory experiences, learning stations, library materials, and teacher-directed activities. Unit contracts are scheduled at different seasons of the year to coordinate activities with the changing environment. Units include animal classification and characteristics, botany and environmental studies, and human biology.

Developmental Funding: Local

Superintendent: James Malley

Program Contact:
Joe Smith
Midland Independent School District
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Midland, TX 79701
Phone: (915) 682-8611

Environmental Education

Program Focus: The program utilizes the Plano Outdoor Learning Center—a 15-acre, heavily wooded site—and a classroom curriculum designed to stimulate student awareness of and concern for environmental resources.

Target Population: Grades K-12 and blind students.

Objectives: Develop an outdoor studies program and site through which teachers can emphasize the importance of the environment and its impact on other subject areas.

Activities: Curricula for grades K-12 outline activities for site study and supply ideas for classroom work. Learning stations along the two miles of trails provide spots to perform experiments and observe specific elements of nature. The program is further supplemented by week-long campouts at a youth camp and at school sites. It is supported by a full-time environmental science coordinator, environmental aide, community volunteer guides, and other resource individuals who conduct training sessions.

Developmental Funding: ESEA Title IV-C and local

Superintendent: Wayne Hendrick

Program Contact:

Bill Hollfield and Alan Sowards
Plano Independent School District
1517 Avenue H
Plano, TX 75074
Phone: (214) 424-5602

• Learning Resource Centers/ School Communication

School Communication

Program Focus: Activities focus on both internal and external communications.

Target Populations: Professional and support staffs, students, parents, board members, and the general public, including news media and pressure groups.

Objectives: Provide a well-organized, continuing system for gathering public opinion, as well as disseminate information on policy, administration, and curriculum.

Activities: Conduct regular public opinion surveys; organize and work with advisory committees; produce publications for staff members and the community; conduct an ongoing program of public information, including news releases and press briefings; involve business, industry, and citizen groups in district-wide programs; coordinate special projects which have a public information impact, such as release of test scores; edit and publish annual or other reports to citizens.

Developmental Funding: Local

Program Contacts:

Ann Lowers
Alief Independent School District
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Alief, TX 77411
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Richardson Independent School District
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Dallas, TX 75081
Phone: (214) 238-8111

Mary Kay Coleman
Spring Branch Independent School District
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Phone (713) 464-1511

Allen Lewis
Region IV Education Service Center
1750 Seamist
Houston, TX 77001
Phone: (713) 868-1051

Dorothy Sprinkle
Region X Education Service Center
P.O. Box 1300
Richardson, TX 75080
Phone: (214) 231-6301

The Olney Venture: Joint School/Public Library

Program Focus: A merger of school and public libraries with a coordinated information delivery system serving the entire community.

Target Population: Pre-school children, students in grades K-12, and adults.

Objectives: Create an innovative delivery of library services for the community. Provide an institution which encourages intellectual, cultural, and creative stimulation. Encourage children and young people in all phases of reading. Support faculty requirements for out-of-class study. Provide for continuing advancement in vocational skills. Preserve and provide written and oral records of the community. Create opportunities for citizens of differing ages and backgrounds to interact in a socially enriching manner.

Activities: The facility provides library education classes, curriculum support to teachers at all levels, telephone reference services, film and video programs for students, and children's and adult programs. A combined library board administers the project. The contemporary library in a community of 4,000 people, served more than 55,000 patrons during its first operating year in 1979.

Developmental Funding: U.S. Department of Housing and Urban Development, the Sid Richardson Foundation, and locally donated funds.

Superintendent: Charles Mitchell

Program Contact:

Jana Knezek
Olney Independent School District
P.O. Box 67
Olney, TX 76374
Phone: (817) 564-5588

Learning Resource Center

Program Focus: A low budget research library emphasizing material for all reading abilities and easy access to materials.

Target Population: Students in grades 9-12, including special education and gifted and talented.

Objectives: Teach students how to use a library. Provide materials which encourage critical thinking. Teach grade 11 students the research process. Provide for the recreational and aesthetic reading needs of students and teachers.

Activities: Resource center staff members provide the following services: freshmen orientation, reference services, checkout and maintenance of audiovisual material and equipment, assistance with TV production, selection and cataloguing of materials, and seminars on topics relevant to library research.

Developmental Funding: No special funding

Program Contact:

Mary Jean Livingood
Taylor Independent School District
712 Fowzer Street
Taylor, TX 76574
Phone: (512) 352-6361

Multimedia Learning Resource Center

Program Focus: A print and audiovisual resource center which develops student potential for studying effectively, thinking objectively, and acquiring interest in exploration and research.

Target Population: Students in grades 9-12, faculty, and administrators.

Objectives: Provide services and training for instructional staff. Teach students use of printed and audiovisual materials. Provide recreational reading for faculty, students, and administrative staff.

Activities: Students and faculty receive orientation in the operation and use of audiovisual equipment. Resource center staff members develop and produce print and audiovisual materials to enrich and supplement the curriculum. Students are taught reference, listening, and viewing skills. Faculty members are provided with bibliographies, current information in subject areas, and a weekly or monthly newsletter listing new books and media. Bulletins provide announcements of educational TV programs and community programs of special interest. Personnel include four librarians and four full-time aides. Student assistants, six to 10 per class period, receive elective credit.

Developmental Funding: Local

Superintendent: Roger Gee

Program Contact:
Kathryn McCombs
Victoria Independent School District
P.O. Box 1759
Victoria, TX 77901
Phone: (512) 576-3131

National Diffusion Network (NDN) Programs Developed In Texas

Confluence of Cultures For an Affluent Tomorrow

Program Focus: Incorporates both Spanish and English to help students achieve their educational goals. It stresses the need for proficiency in both languages, while acknowledging English as the first language.

Target Population: Bilingual students in grades 4-6.

Objectives: Design a program to attack deficiencies in English performance for Spanish-speaking students.

Activities: Curriculum structure consists of performance objectives for math, reading, language arts, culture, and cultural heritage, evaluation tests, and mastery charts of each student's objectives. Multiple approaches are used. Teachers enroll voluntarily and receive training through Texas Education Agency institutes.

Developmental Funding: ESEA Title VII

Superintendent: Dewey Smith

Program Contact:

Socorro Garza
Alice Independent School District
200 N. Reynolds Street
Alice, TX 78332
Phone: (512) 664-0981

Follow Through Bilingual Project

Program Focus: A research and development program designed to extend the benefits of Head Start into the primary grades. Bilingual instruction, ancillary services, parent involvement and staff development are provided for approximately 800 students and their teachers in two elementary schools.

Target Population: Students of limited English-speaking ability, grades K-3, from low-income families.

Objectives: Provide for the needs of Hispanic students.

Activities: At the kindergarten level, the model stresses visual, auditory, language, motor, and pre-writing skills. In the first, second, and third grades, the language and reading components of the model stress the development of the student's communication skills. Initially, instruction is given in the child's dominant language, so that skills acquired in the first language may be transferred to the second.

Developmental Funding: Follow Through

Superintendent: Vance Littleton

Program Contact:

Leticia Castaneda
Corpus Christi Independent School District
P.O. Box 110
Corpus Christi, TX 78403
Phone: (512) 888-7911

Computer-Based Planning Resources: Program Simu-School

Program Focus: A program using computer-based resources for financial planning and budgeting, student records and attendance, test scoring and analysis, and library automation.

Target Population: Central office and campus level administrators, librarians.

Objectives: Develop planning models to reduce manual computation and recordkeeping chores of individual administrators or groups.

Activities: The series of planning models can be used individually or linked together as a total educational planning package. Models include the Enrollment and Facilities Projecton Model, the Faculty Projection Model, and the Financial Projection Model. Programs report projected results of decisions and print comparative reports analyzing differences among various decisions. In general, the microcomputer data bases are used to retrieve, update, and print financial, student, and test analysis information. The microcomputer system is used by the libraries to check books, calculate fines, and print due and overdue notices.

Developmental Funding: ESEA Title III

Superintendent: Linus Wright

Program Contact:

H.B. Bell
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
Phone: (214) 824-1620

Law in a Changing Society

Program Focus: This social studies program is designed to improve the citizenship skills and attitudes of students by providing them with an understanding of the law, its legal process, and its institutions.

Target Population: Students in grades 5-12.

Objectives: Develop skills related to critical thinking and moral reasoning. Change attitudes by increasing knowledge of the legal system's strengths and by teaching ways to participate in the system.

Activities: Curriculum materials are activity-oriented and complement subjects traditionally taught in social studies classes. Each unit contains a detailed teacher's lesson plan, materials for students, and a handbook describing 27 strategies to be used. Materials are supplemented by resource speakers and field trips.

Developmental Funding: ESEA Titles III and IV-C;
U.S. Department of Justice

Superintendent: Linus Wright

Program Contact:

H.B. Bell
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
Phone: (214) 421-0206

Bilingual Program

Program Focus: A bilingual/bicultural program that provides initial instruction in the student's native language and cultural environment.

Target Population: Students in grades K-12.

Objectives: Help students become fluent and literate in English. Increase achievement in all content areas in English or Spanish. Facilitate cultural growth.

Activities: The program is designed to serve Spanish-speaking students by developing culturally and linguistically appropriate curricula, providing relevant training for teachers and aides, developing parent and community involvement in education, and changing attitudes toward bilingual education. Initial instruction in all content areas is given in the students' native language, while providing a strong English language development program. Students are phased into instruction in English, but may continue instruction in Spanish language development and reading in schools which use the program through the sixth grade. At the secondary level, the program includes English as a second language for monolingual Spanish students and bilingual courses for students with some knowledge of English.

Developmental Funding: ESEA Title VII

Superintendent: Billy Reagan

Program Contact:

Augustina Reyes
Houston Independent School District
3830 Richmond Avenue
Houston, TX 77027
Phone: (713) 623-5011

DEBT: Developmental Education Birth Through Two

Program Focus: A home-based program for children with obvious physical, mental, and/or emotional abnormalities. They may be infants with a "high risk" of having problems or children with evidence of developmental delay.

Target Population: Children identified as handicapped from infancy through age two.

Objectives: Provide comprehensive and appropriate services for handicapped infants. Provide a supportive program to develop the competencies in caring for, training, and understanding handicapped babies. Provide for a cooperative approach among health, education, and welfare agencies.

Activities: The staff includes a full-time coordinator, three certified special education teachers with training in early childhood development, and four aides. Consultative services are available from a physical therapist, speech therapist, and a parenting consultant. The home teacher assigned to each case teaches infant care and development to the parents. Other staff members provide services, as needed, to help the child become as fully functional as possible before starting school.

Developmental Funding: Education of the Handicapped Act

Superintendent: Edwin Irons

Program Contact:
Gloria Galey
Lubbock Independent School District
1628 19th Street
Lubbock, TX 79401
Phone: (806) 747-2641

Early Education of Children With Handicaps

Program Focus: Region IX Education Service Center serves 40 rural, sparsely populated public school districts in 12 north central Texas counties. This home intervention program actively involves parents in teaching, observing, and recording the behavioral changes of their handicapped children.

Target Population: Handicapped children, five months to six years.

Objectives: Develop a home intervention program for parents to assume the chief teaching responsibilities until handicapped children can attend school.

Activities: Home teachers make weekly home visits of approximately one and one-half hours to show parents how to use behavior modification techniques. Parents continue to work with their children, progressively achieving short- and long-term goals.

Developmental Funding: Education of the Handicapped Act

Executive Director: H.M. Fullerton

Program Contact:

H.M. Fullerton
Region IX Education Service Center
301 Loop 11
Wichita Falls, TX 76305
Phone: (817) 322-6928

APL: Adult Performance Level Project

Program Focus: A competency-based high school diploma program which offers adults an alternative to the conventional high school program and to the General Educational Development test. Adults can earn a high school diploma by demonstrating competencies gained through life and job skills activities. The system combines diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

Target Population: Students over age 18.

Objectives: Help adults gain the minimum competencies needed to function successfully.

Activities: The basic steps to the competency-based diploma are: placement tests, the competency-based curriculum, a series of life-skills activities, and demonstration of home management/maintenance, postsecondary education, or entry-level job skills. Printed materials are supplemented with cassette tapes. A pre-post diagnostic instrument for each objective is included.

Developmental Funding: Adult Education Act

Program Contact:

Elaine Shelton
The University of Texas at Austin
Education Annex S-21
Austin, TX 78712
Phone: (512) 471-4623

Organizational Arrangements/ Staff Development

Staff Development Program for Personalized Professional Growth Alternatives

Program Focus: Designed as an integral part of the district's total planning, the program provides flexible, individualized staff development activities.

Target Population: Certified staff members required to complete five days development activities.

Objectives: Provide a program of individualized learning opportunities to improve the quality of classroom instruction.

Activities: Participants are offered a choice in the selection and scheduling of courses to help them reach their job targets. Principals may recommend certain courses for teachers as part of the teacher-evaluation process. Computerized registration is completed each spring for the following year. Workshop leaders receive a computerized, composite rating from course participants.

Developmental Funding: No special funding

Superintendent: Allison Koonce

Program Contact:

Betty Lawrence
Abilene Independent School District
P.O. Box 981
Abilene, TX 79604
Phone: (915) 677-1444

Individualized Staff Development

Program Focus: A staff development plan which focuses on individual and campus needs, district and state goals and priorities, and the district's five-year accreditation plan.

Target Population: Professional and paraprofessional staff.

Objectives: Provide staff members with a comprehensive plan based on (1) individual needs derived from formal needs assessment and evaluation conferences, and (2) program needs defined in the five-year plan and the overall instructional plan at campus and district levels.

Activities: The program includes two days of equivalency time and three days of district-wide inservice. Equivalency time offers participants choices in sessions and scheduling to complete their professional growth requirements. Sessions are held throughout the year outside working hours. All teachers and administrators are involved in planning and participation in the program. Sessions and presenters are evaluated.

Developmental Funding: No special funding

Superintendent: Rodney Cathey

Program Contact:

Teresa Flores
McAllen Independent School District
2000 North 23rd Street
McAllen, TX 78501
Phone: (512) 686-0515

LBAS: Learner-Based Accountability System

Program Focus: A computer-assisted management system providing diagnosis and prescription of basic needs in reading and mathematics.

Target Population: Administrators, teachers, and students in K-12.

Objectives; Improve student performance by systematically involving teachers in curriculum organization. Provide administrators with student performance data necessary to improve district curriculum decisions.

Activities: LBAS is a management process designed to help school districts customize learning objectives and test items, monitor student progress, and develop or modify instruction. It can also be used for teacher evaluation, staff development and selection, and community relations. Designed primarily for district-wide use, the system can also be adapted for a campus, class, or individual student.

Developmental Funding: ESEA Title IV-C and local

Executive Director: Hayden Goodgion

Program Contact:

Bill Smith
Region X Education Service Center
P.O. Box 1300
Richardson, TX 75080
Phone: (214) 231-6301

Staff Development Clusters

Program Focus: A cooperative inservice education program based on eight geographic clusters designed to provide more opportunities than districts could develop individually.

Target Population: School district staff members who must meet annual inservice requirements.

Objectives: Organize and operate a more effective staff development program through formation of multidistrict cooperatives, use of teacher-leaders, and compensatory time options.

Activities: School districts and regional education service centers cooperatively plan and conduct more cost-effective programs. They may include more options, greater teacher participation, and improved inservice evaluation. A cluster can be used effectively by large school districts or by groups of small districts. It offers centralized, computer-based program management, while maintaining local control of participation. District inservice coordinators serve on cluster boards as well as chairing the district staff development councils. These councils consist of a principal-teacher team from each campus, along with special-area representatives. The boards annually report teacher needs assessment results to each cluster where they provide the basis for future planning.

Developmental Funding: ESEA Title IV-C and local

Executive Director: Joe Parks

Program Contact:
Jeff Bormaster
Region XIII Education Service Center
7703 North Lamar Street
Austin, TX 78752
Phone: (512) 458-9131

POINT: Prescriptive Opportunities For Individual Needs Training

Program Focus: An individualized, personalized staff development model based upon computer-scored needs assessment and equivalency time activities.

Target Population: Administrators, instructional staff, and paraprofessionals.

Objectives: Design a program of district inservice and equivalency time activities based upon the prescribed goals of staff members.

Activities: Instructional staff members are involved in an annual needs assessment of 30 general instructional competencies. Computer analysis of the assessment provides three profiles: individual, campus, and district. Inservice programs are developed to meet the top priorities of the profiles. Major components include equivalency time, out-of-district credit for inservice activities, multiple offerings, annual needs assessment, talent-banking, and use of local resources. Equivalency time activities include regional teaching conferences, university topic forums, state subject matter conferences, individually contracted curriculum development, locally developed evening workshops, and selected travel. Regular inservice is directed toward campus or district priorities; it also meets one or more personal priorities. At least one full-time staff member is involved with the program in delivery, assessment, record maintenance, and materials acquisition.

Developmental Funding: ESEA Title IV-C and local

Superintendent: Billy Bates

Program Contact:

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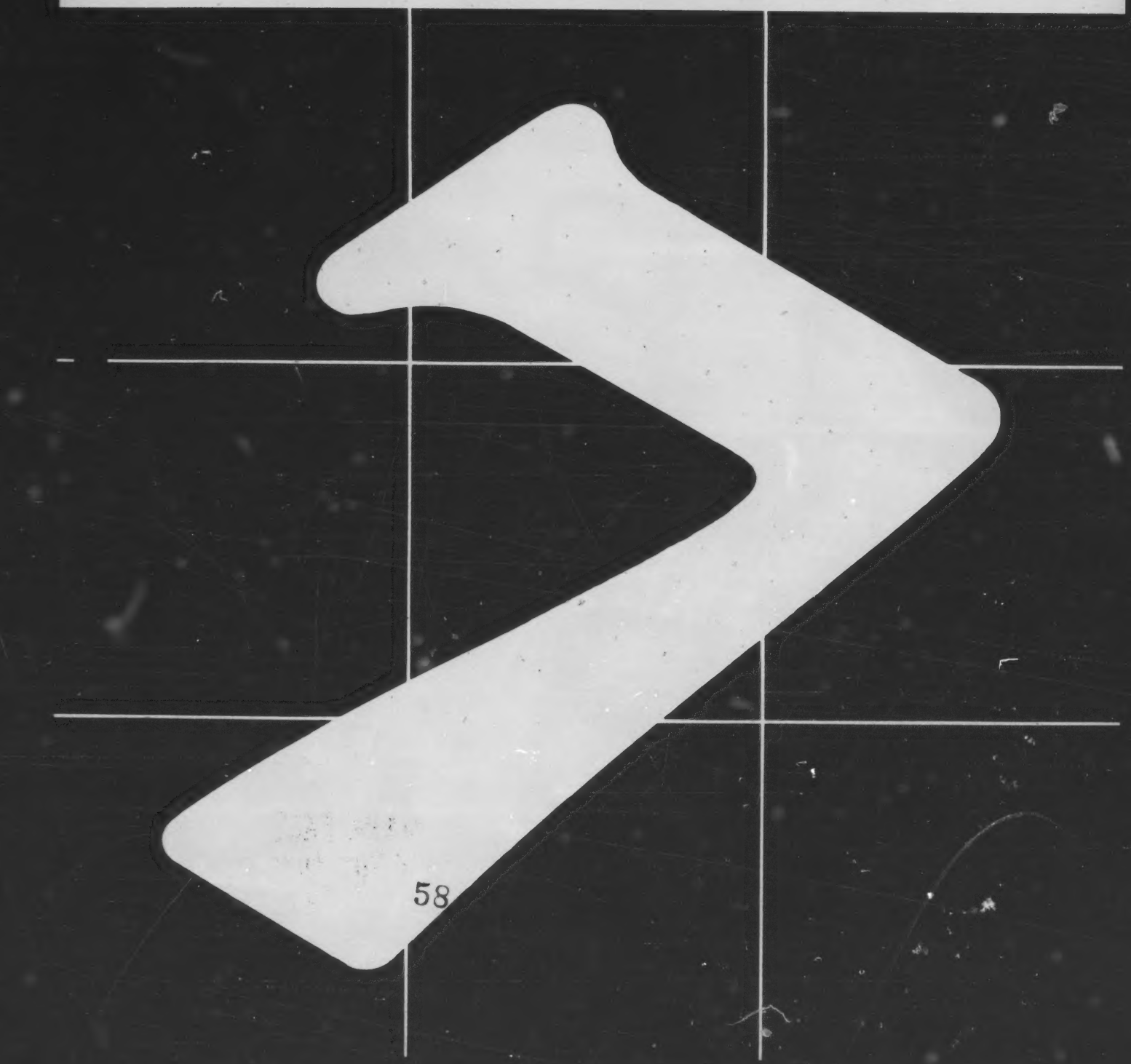
Language Arts/Reading/ Mathematics



Intensive Reading

Program Focus: The program provides a management system utilizing 240 instructional objectives, placement instruments, mastery tests, and a variety of materials for compensatory, individualized reading instruction.

Target Population: Eligible Title I Regular and Title I Migrant students in grades 2-8.

Objectives: Develop an individualized, diagnostic-prescriptive approach to reading instruction.

Activities: At the elementary level, a Title I reading teacher and one instructional aide operate the Intensive Reading Center; two Title I reading teachers and one aide operate the junior high center. Six classes per day of one hour of supplementary reading instruction are conducted in each center. Learning centers contain audio areas, enrichment centers, workbook/kit areas, and unique reading corners coordinated with diagnostic-prescriptive objectives. Students are taught individually and in small groups. Supportive and innovative parent activities are included in the compensatory program.

Developmental Funding: ESEA Title I

Superintendent: Ronald McMichael

Program Contact:

Linda Buss
Bay City Independent School District
1301 Live Oak Street
Bay City, TX 77414
Phone: (713) 245-5766

Reading

Program Focus: A pull-out, supplementary reading program which identifies individual learning styles.

Target Population: Title I Regular and State Compensatory Education students, grades 1-5.

Objectives: Design a learning atmosphere for children with reading difficulties. Promote achievement and self-concept development.

Activities: Individual learning styles are identified from informal evaluation. Group size is limited to eight students per period at four centers. Each teacher has a full-time aide rotating daily. Materials are selected to supplement the home classroom basal reading program. Regular conferences are held between classroom and Title I teachers to evaluate and restructure each student program.

Developmental Funding: ESEA Title I Regular and State Compensatory Education Act

Superintendent: Lynn Hise

Program Contact:

Jean Wilder
Big Spring Independent School District
P.O. Box 590
Big Spring, TX 79720
Phone: (915) 267-8245

HIT: High Intensity Tutoring

Program Focus: High Intensity Tutoring is an individualized, highly-structured reading program emphasizing phonics.

Target Population: Title I eligible students who read below grade level, grades 2-5.

Objective: Help students with reading difficulties in the early grades to learn more rapidly and successfully.

Activities: Each student attends a daily, 15-minute tutoring session conducted by a trained aide. Step-by-step instruction is intense and reinforced through praise and practice. The coordinator diagnoses skill needs, conducts review checks, and tests students. The students repeat drills only in deficient areas. One session per week is set aside for free reading. Tutoring programs are coordinated with the regular classroom reading program.

Developmental Funding: ESEA Title I and local

Superintendent: Julian Shaddix

Program Contact:
Carroll Welch
Clint Independent School District
P.O. Box 188
Clint, TX 79836
Phone: (915) 851-2344

Reading Management System

Program Focus: An individualized, sequential management system that personalizes reading instruction and accommodates student learning styles.

Target Population: Students in grades K-6 and mainstreamed hearing impaired.

Objectives: Design a reading program that promotes (1) rapid, self-paced progress through sequential levels, (2) personalized instruction that capitalizes on individual learning styles, and (3) parent involvement in the program.

Activities: The system employs five major components in grades 3-6: games/high interest center, teacher-directed, practice, media, and library activities. Features of the program include a low pupil-teacher ratio, a central media center and library used as an integral part of the program, varied daily activities, and weekly individual analysis and prescription. Cooperative teaching teams meet daily for 40-minute planning periods with additional 40-minute periods for parent conferences and instructional preparation.

Developmental Funding: Local

Superintendent: Vance Littleton

Program Contact:

Rolor Ray
Corpus Christi Independent School District
P.O. Box 110
Corpus Christi, TX 78403
Phone: (512) 888-7911

Hawaii English Program

Program Focus: An individualized English and language arts program that provides learner goals, a management system, and instructional materials and equipment.

Target Population: Students in grades K-5.

Objectives: To study the English language in three ways: as a set of language skills (reading, writing, spelling, typing, listening, and speaking), as a communication system, and as literary art.

Activities: The language skills are nongraded, largely nontext, multimedia, self-instructional units. Approximately 180 learner goals are applied to 700 program elements. Elements include typing, speed reading with cassettes, reading level advancements, and stacks for self-paced learning. Program evaluation occurs within the curriculum itself. Both the structure of goals and the record-keeping procedures allow the teacher to maintain accountability, yet create sufficient freedom of choice for learners to develop self-direction.

Developmental Funding: Local

Superintendent: J.F. Poynor

Program Contact:
W.R. Cregar
Forsan Independent School District
Drawer A
Forsan, TX 79733
Phone: (915) 457-2226

Language Arts

Program Focus: An individualized language arts program which uses basal reading with Exemplary Center for Reading Instruction (ECRI) techniques as a model for instruction.

Target Population: Students in grades K-6.

Objectives: Develop a highly structured language arts program which includes multi-age grouping to achieve correct instructional placement.

Activities: Mastery learning by the ECRI model is combined with multi-age grouping, continuous progress, and team planning to provide varied learning opportunities. A Hoffman-equipped learning resource center, used daily for 45 minutes, supplements activities. Students are assigned to skill groups following diagnosis for extended periods of highly structured learning. Instruction can be offered in basal reading on 10 levels within each multi-age group. Positive classroom management techiques are used throughout the three-hour language arts block. Evaluation includes the Science Research Associates (SRA) assessment survey, teacher-made tests, parent and student surveys, and observation by an outside team of professionals.

Developmental Funding: Local

Superintendent: Richard Griffin

Program Contact:
Bill Eitel
Hawkins Independent School District
P.O. Drawer L
Hawkins, TX 75765
Phone: (214) 769-2193

TSL: The System for Learning

Program Focus: A phonetic reading program which emphasizes decoding and mastery of skills through sequenced lessons. It uses positive behavioral principles and advanced programming strategies, along with a unique management tracking system.

Target Population: Initially implemented with students identified as having learning disabilities and/or difficulty performing in the classroom. Now integrated into the regular reading curriculum in grades 1-5.

Objectives: Train teachers to assess student needs. Achieve an increase in reading scores.

Activities: The teacher presents tasks orally to the students, models the correct response, and immediately tests for mastery. Lessons which consist of high-interest materials are carefully sequenced with emphasis on repetition and retention. Follow-up activities include take-home worksheets, field trips, and guest speakers. A skills chart is used to record student progress. In grades 1-2, reading is taught daily for 130 minutes; in grades 3-5, for 80 minutes.

Developmental Funding: ESEA Title I and local

Superintendent: Billy Reagan

Program Contact:
Thaddeus Lott, Sr.
Houston Independent School District
3830 Richmond Street
Houston, TX 77027
Phone: (713) 623-5011

Diagnostic-Prescriptive Reading and Mathematics

Program Focus: Intensified diagnostic-prescriptive instruction for individual and small groups of students in self-contained classrooms.

Target Population: Students in grades 4-6 functioning at a year or more below grade level.

Objectives: Improve student achievement in reading and mathematics. Improve student self-image.

Activities: Students are identified by scores on standardized tests and TABS test results. Teachers and aides provide instruction. A locally devised skills continuum is the primary curriculum. Materials and programs include Random House Reading Program, System 80, and Hoffman.

Developmental Funding: ESEA Title I and local

Superintendent: Bill Ford

Program Contact:

Margaret Parker
Longview Independent School District
P.O. Box 3268
Longview, TX 75606
Phone: (214) 753-0206

Mathematics Resource Center

Program Focus: A remedial program which develops the mathematical skills needed to complete required courses for high school graduation.

Target Population: Students in grades 6-8 who test 1.5 years below grade level.

Objectives: Develop a program in which students will gain skills in basic numbers, numeration, computation, and problem solving. Improve student self-image, peer relationships, and attitude toward school and mathematics.

Activities: Groups of 6-12 students are scheduled from their regular math classes into math resource center classrooms. Each resource center teacher conducts six 50 minute classes per day. Individual and group instruction, and specialized materials and equipment are based upon each student's prescription. A resource center aide assists teachers in keeping records, preparing materials, and working with students.

Developmental Funding: ESEA Title IV-C

Superintendent: Malcolm Rector

Program Contact:

Jimmy Partin
Nacogdoches Independent School District
P.O. Drawer 1521
Nacogdoches, TX 75961
Phone: (713) 564-1106

Reading and Mathematics Management System

Program Focus: An individualized, developmental learning program in reading and mathematics.

Target Population: Title I Regular students, grades 1-4

Objectives: Gain in skills knowledge, understanding and following directions, self-confidence, self-expression, and discussion.

Activities: Students are taught at their functional level through use of a skills continuum. Teaching materials are correlated by skill and grade level. Daily planning sessions are held with the classroom teachers, supplementary teacher and aide, special education teacher, and the instructional coordinator. Individual records are kept by the regular classroom teacher. Informal inventories are used at least twice a year.

Developmental Funding: ESEA Title I

Superintendent: M.M. Davis

Program Contact:
Jeannine McEwin
Newton Independent School District
P.O. Box 448
Newton, TX 75966
Phone: (713) 379-3291

CHAMP Mathematics Management System

Program Focus: A diagnostic, individualized mathematics management system. Covers a continuum of skills from first through eighth grades, divided into 10 concept areas.

Target Population: Students in Grades K-8.

Objectives: Assist schools in developing an objective-based, diagnostic-prescriptive mathematics program.

Activities: The teacher and student form a team jointly responsible for learning. Each of the 300 behavioral objectives is pre-tested and post-tested. Use of state-adopted texts, reinforcement materials, and teacher-developed materials is correlated with student needs. Inservice includes training in program management, diagnostic teaching techniques, and materials organization and development.

Developmental Funding: ESEA Title IV-C

Executive Director: Dwain Estes

Program Contact:

Betty Child
Region XX Education Service Center
1550 N.E. Loop 410
San Antonio, TX 78209
Phone: (512) 828-3551

ORBIT: Organized Reading Becomes Individualized Teaching

Program Focus: A reading management program using a diagnostic-prescriptive approach.

Target Population: Reading teachers, readiness-Grade 8.

Objectives: Program teachers will implement key components of the project in their classroom after one year of training.

Activities: Program teachers (1) diagnose each student's needs by reading level and by objectives through use of an informal reading inventory and project materials, (2) correlate campus materials to program objectives, (3) provide instruction based on diagnosed needs, and (4) keep individual records of student progress. The management system and activities kits can be personalized during training sessions.

Developmental Funding: ESEA Title IV-C

Executive Director: Dwain Estes

Program Contact:

Betty Child
Region XX Education Service Center
1550 N.E. Loop 410
San Antonio, TX 78209
Phone: (512) 828-3551

Developmental Mathematics

Program Focus: Individualized, developmental mathematics instruction in small groups for students performing below grade level.

Target Population: Compensatory education students in grades 6-7, testing 1.5 years or more below grade level.

Objectives: Develop a program in which students gain skills appropriate for their performance levels in basic numbers, numeration, computation, application, and problem solving.

Activities: Student weekly and monthly contracts are evaluated continuously by individual diagnostic inventories. Small group instruction is supplemented with individualized kits, manipulatives, and audiovisual and multidisciplinary equipment from the school's math laboratory. Parents are involved in the school's state and district Policy Advisory Council, both of which are included in program planning and evaluation.

Developmental Funding: ESEA Title IV-B and local

Superintendent: William Valigura

Program Contact:

Faith Johnson
Temple Independent School District
P.O. Box 778
Temple, TX 76501
Phone: (817) 778-6721

Language Arts

Program Focus: An individualized language arts program which focuses on word attack and study skills to improve reading comprehension.

Target Population: Students in grades K-5.

Objectives: Develop a program which stresses proficiency, comprehension, and fondness for reading. Improve reading documentation.

Activities: The program is integrated, with reading, spelling, writing, speaking, listening, and comprehension taught during the two-hour morning language arts session. Students work in small and large groups, and with individual tutors. Criterion-referenced tests, including interim tests, are administered on a cumulative basis from one year to the next to chart progress. Activities include the use of tapes and study sheets for listening skills, kits for word attack and comprehension, a two-track system for students reading below and above level, creative writing, individual contracts, and work on the student newspaper.

Developmental Funding: Local

Superintendent: William Valigura

Program Contact:
Calvin Whatley
Temple Independent School District
P.O. Box 788
Temple, TX 76501
Phone: (817) 778-6721

Special Interests: Alternative/Arts/ Gifted and Talented

Personalized, Competency-Based Instruction For Delinquent Students

Program Focus: Provides learning experiences that ensure the necessary skills for completion of high school, or reading and mathematics survival skills for functionally illiterate students.

Target Population: Juvenile delinquents, ages 10-18.

Objectives: Motivate students to associate learning in school with real-life situations. Improve student self-concepts.

Activities: All activities are success oriented and utilize a variety of instructional materials. Components include criterion-referenced skills continuums, personalized instruction, and an evaluation system. Behavioral objectives are measured according to the student's competency level. Students may obtain high school credits, work toward a GED, or if functionally illiterate, acquire survival skills. Diverse, highly motivating instructional materials include teacher-made learning packets, survival kits, and audiovisuals.

Developmental Funding: ESEA Titles I and III

Superintendent: Byron Griffin

Program Contact:

Florene Currin
Brownwood State Home and School
P.O. Box 1267
Brownwood, TX 76801
Phone: (915) 646-5541

English, Government, History, Mathematics

Program Focus: A program of individualized learning in English, government, history, and mathematics based upon the educational background, learning modes, maturity, and future needs of students.

Target Population: Students in grades 9-12.

Objectives: Design an instructional program to reach students at various levels, reducing the dropout rate without lowering overall test scores.

Activities: To diagnose needs and prescribe learning activities, the program includes pre-testing and post-testing, interest and learning inventories, student needs assessment and self-diagnosis, informal reading inventory, and teacher observation. Activities and tests are provided at several levels within the program. Individualized approaches include fully packeted programs with multiple forms of test units, multimedia supplementary materials, and teacher teams for instructional grouping.

Developmental Funding: Local

Superintendent: James Richardson

Program Contact:

Larry Moehnke
Comal Independent School District
1421 Highway 81 East
New Braunfels, TX 78130
Phone: (512) 625-8081

Athena Program for the Gifted and Talented

Program Focus: A single purpose school for students with demonstrated or potential intellectual ability.

Target Population: Gifted and talented students, grades 1-6.

Objectives: Develop an instructional program for academically gifted students that will (1) develop student potential to the fullest, and (2) integrate higher level thinking skills, self-directed learning, and problem solving.

Activities: A diagnostic approach is utilized for basic skills areas, with students grouped by achievement levels. Content courses are project/activity oriented to ensure the development of problem solving, higher level thinking, and independent learning. Varying learning styles and differing achievement rates are provided for by using multilevel programmed and self-directing materials, and teacher-made materials. Teaching staff includes one instructional facilitator and a resource teacher specialist.

Developmental Funding: ESEA Title IV-C and local

Superintendent: Vance Littleton

Program Contact:
Dave Nickerson
Corpus Christi Independent School District
P.O. Box 110
Corpus Christi, TX 78403
Phone: (512) 888-7911

Contemporary Learning Center

Program Focus: An alternative high school and middle school offering flexible curriculum and innovative teaching methods for dropouts and potential dropouts.

Target Population: Students with a history of school failure, attendance, and discipline problems, grades 6-12.

Objectives: Provide a success-oriented model of instruction to increase attendance, academic progress, and personal growth.

Activities: The Contemporary Middle School and High School offer competency-based, individualized, alternative instruction. Students are interviewed and tested before acceptance. School diagnosticians work with students and parents to design a personalized learning plan. The center combines mastery of basic school subjects with individual learning styles, strengths, and interests. Students, assigned to an advisory-advocate, participate in weekly advisory meetings to express feelings and learn to solve problems. Parent participation in planning and evaluating their children's programs is an integral part of the middle school. At the high school, students are assigned to learning communities where teachers and aides guide the rate, manner, and sequence of learning experiences.

Developmental Funding: ESEA Title III

Superintendent: Billy Reagan

Prgram Contact:
James Anderson
Houston Independent School District
3830 Richmond
Houston, TX 77027
Phone: (713) 623-5011

Socrates

Program Focus: A gifted pull-out program which develops general intellectual, creative-productive, and leardership abilities.

Target Population: Academically gifted students, grades 4-5.

Objectives: Have students apply their general intellectual ability through performance of complex mental tasks. Develop creative-productive thinking skills. Develop leadership abilities through affective activities.

Activities: Students in the program are transported to a district-wide learning center one day each week. One teacher and aide instruct students during these four days. The fifth day is used for planning and conferences. The differentiated curriculum consists of the following areas: creative thinking, forecasting, reasoning, decision making, and planning. Affective development activities are included to extend leadership abilities. Teaching strategies include lecturing, brainstorming, debate, group discussion, and creative problem solving.

Developmental Funding: ESEA Title IV-C and local

Superintendent: Felix Gibson

Program Contact:

Ann Trull
Paris Independent School District
P.O. Drawer 1159
Paris, TX 75460
Phone: (214) 784-6668

REACH: Realizing Excellence in Academic Cognition Heuristically

Program Focus: A process-based program which stresses development of the higher level thinking skills, creative thinking, critical thinking, problem solving, research, communication skills, logic, and the scientific method.

Target Population: Gifted students in grades 4-6.

Objectives: Develop a differentiated program for gifted students designed to help develop competencies consistent with their aptitudes, goals, and interests.

Activities: REACH resource rooms are placed in six schools grouped with one to eight other elementary schools. Students are transported to the resource rooms one day each week; four school days are spent in the regular neighborhood school classroom to ensure experiences with both like and heterogeneous grouping. Classes meet in resource rooms Monday through Thursday. Fridays are inservice and curriculum planning days for the teachers. Large group discussions, small group projects, and independent learning centers based on the higher level thinking processes use Bloom's Taxonomy, Renzulli's Triad, and Structure of the Intellect (SOI) as educational models. Elementary computing, special interest lessons, independent study, resource speakers, and field trips are integral parts of the program.

Developmental Funding: Local

Superintendent: John Roberts

Program Contact:
Ruth Lawrence
Richardson Independent School District
400 S. Greenville Avenue
Richardson, TX 75081
Phone: (214) 238-8111

Technical Theatre

Program Focus: A production and design course for technical theatre.

Target Population: Students in grades 10-12.

Objectives: Present technical theatre in relation to the total production. Present the theories of design, scenery, lighting, sound, costumes, and makeup in historical perspective. Have students apply theory in laboratory application and actual production.

Activities: The program consists of five major components: (1) designing the set, making a rendering and model, and constructing the set for a production, (2) designing the lighting; hanging, focusing, and geling instruments; running the lighting, (3) studying the art of makeup through actual application, (4) designing and constructing costumes, and (5) designing and producing posters, tickets, and programs.

Developmental Funding: Local

Superintendent: Clarence Frase

Program Contact:

Nancy Rowley
Seguin Independent School District
P.O. Drawer 31
Seguin, TX 78155
Phone: (512) 379-4221

Multidisciplinary Individual Development Center

Program Focus: An individualized, developmental learning environment for students whose behavioral responses have limited their success in the traditional school.

Target Population: Dropouts or potential dropouts, grades 6-12.

Objectives: Design a counseling and alternative learning program in which (1) students achieve higher self-esteem through academic and social growth, and (2) students increase independent reasoning, problem solving, and study skills.

Activities: Academic assessment and counseling leads to learning activities in communication skills, human development, math, and science. Individualized instruction includes small group seminars to help increase personal and social skills, develop a sense of rights and responsibilities, and motivate students to seek independent growth. Tapes, videocassettes, and computer-assisted instruction supplement laboratory work. Teaching team members frequently discuss each student's progress to determine needs.

Developmental Funding: ESEA Title IV-C and local

Superintendent: William J. Valigura

Program Contact:

Faith Johnson or A.I. White
Temple Independent School District
P.O. Box 788
Temple, TX 76501
Phone: (817) 778-6721

Project ACE: Academic Curriculum Enrichment for the Gifted

Program Focus: An academic enrichment program in self-contained classrooms for gifted and talented students, this program emphasizes critical thinking, problem solving, self-discipline, and communication.

Target Population: Gifted and talented students in grades 4-5.

Objectives: Develop the gifted learner's thinking processes. Emphasize individual success and excellence in academic achievement. Develop the student's ability to function independently.

Activities: All curriculum areas are included in integrated study units for concept reinforcement. Skill charts are developed for each unit. The curriculum provides the opportunity to discover, develop, and use special talents. Exploratory and group training activities, as well as individual and small group investigations of real problems, are used. Teachers and students evaluate student progress.

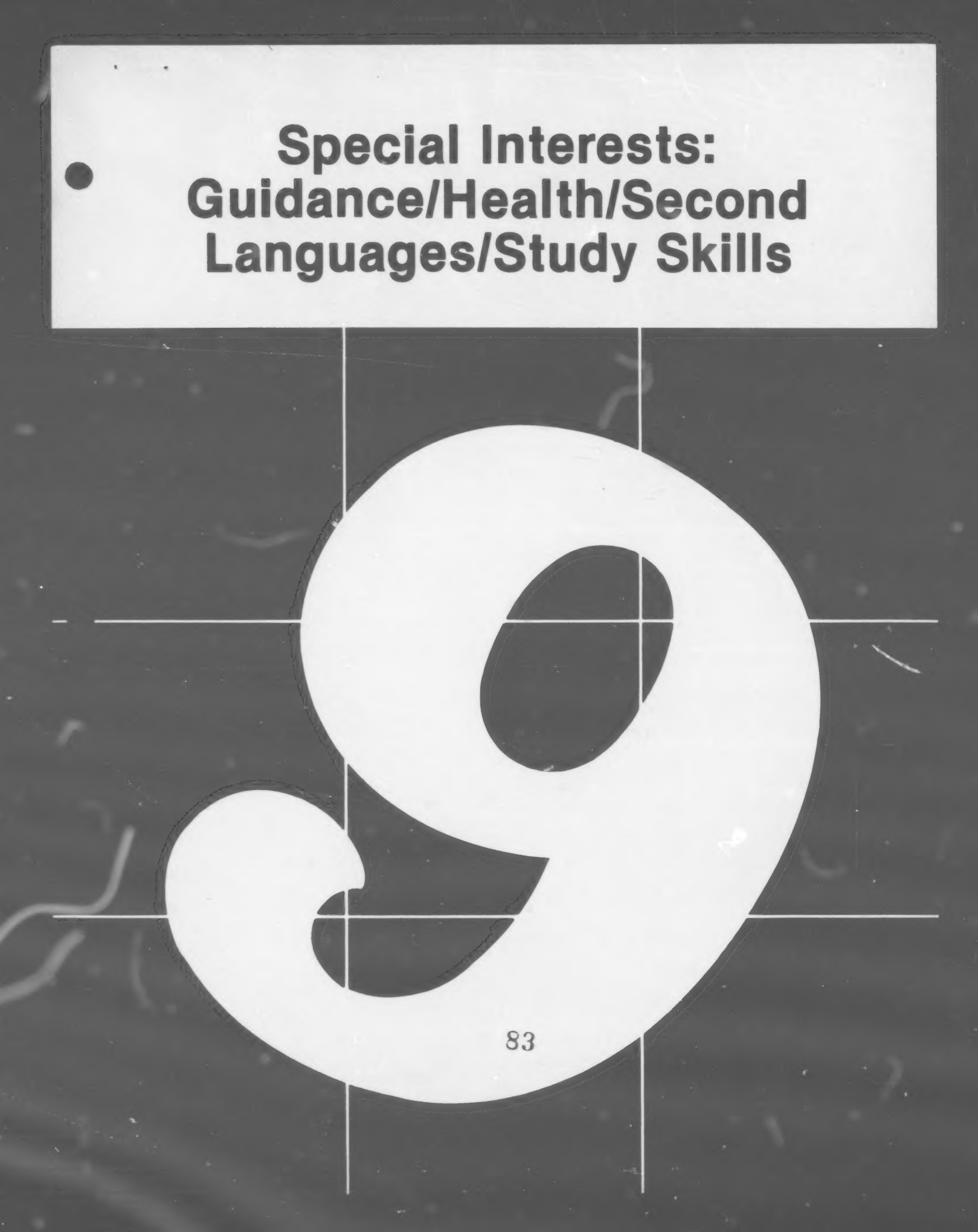
Developmental Funding: ESEA Title IV-C

Superintendent: Dan McLendon

Program Contact:

Evelyn Sechlar
West Orange-Cove Consolidated Independent School District
P.O. Box 1107
Orange, TX 77630
Phone: (713) 886-4462

Special Interests: Guidance/Health/Second Languages/Study Skills



Study Skills Instructional Program

Program Focus: A reading and study skills improvement program through concentration upon topics critical for academic success.

Target Population: Grade 9 students.

Objectives: Help students improve (1) textbook reading skills, (2) study skills used in completing homework assignments and in preparing for exams, (3) skills in preparing for and taking objective and essay tests, (4) reading fluency and comprehension skills, (5) library-research skills, (6) listening skills, and (7) long-term retention of subject matter.

Activities: Students participate in the following activities: library research, note-taking during filmstrip presentations and lectures; critical thinking and problem solving; memory building; listening; predicting test questions; and sentence, paragraph, and essay writing. Students are ability-grouped for the daily class. Study skills team teachers and content-area teachers coordinate instruction to ensure carry-over into content course work. Evaluation is based upon academic grades, achievement tests, and teacher, parent, and student inventories.

Developmental Funding: ESEA Title IV-C and local

Superintendent: Allen Labay

Program Contact:

Deanna Swenke
Cypress-Fairbanks Independent School District
P.O. Box 40040
Houston, TX 77040
Phone: (713) 462-5351

Assessment and Accountability Model For Elementary Guidance

Program Focus: A systematic model providing reference material and in-service training for principals and counselors involved in implementing an accountable elementary school guidance program.

Target Population: Students in grades 4-6 in schools which have guidance counselors.

Objectives: Plan and implement a model for school guidance programs which meet the needs of counselors and students.

Activities: The program, now used on 27 campuses, involves continuous school-based needs assessment and guidance planning. It is used to enhance the emotional, social, and academic life of all students. Class and individual guidance sessions, parent-teacher consultations, parent study groups, and teacher training in guidance skills are included. Content areas include problem solving, decision making, improving human relations and communication skills, coping and relaxation techniques. Counselors, teachers, and parents monitor student progress.

Developmental Funding: Emergency School Aid Act

Superintendent: Linus Wright

Program Contact:

H.B. Bell
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
Phone: (214) 824-1620

Skills for Living: Health Education

Program Focus: A comprehensive activity-oriented curriculum which motivates students to take personal responsibilities for their own health.

Target Population: Students in grades K-12.

Objectives: Develop a program for health education and the instruction of professional personnel. Inform teachers about current health information, innovations, and community resources to help them teach health. Increase the variety of teaching activities. Motivate teachers to teach health.

Activities: Units are flexible and require minimum teacher preparation. Lesson plans and evaluation are included with each unit. Activity-oriented lessons include use of the ice breaker, role playing, and problem solving. Resource materials include anatomical models, textbooks, multimedia equipment, and a variety of inexpensive, readily-available supplies.

Developmental Funding: ESEA Title IV-C

Superintendent: Linus Wright

Program Contact:

H.B. Bell
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
Phone: (214) 824-1620

Foreign Languages

Program Focus: Individualized concept development of foreign languages.

Target Population: Students in grades 9-12.

Objectives: Provide a program of continuous progress at the individual's learning rate. Involve students in language appreciation activities. Increase student achievement and self esteem.

Activities: Student objectives, degrees of accomplishment, and learning activities are outlined in the learning activity packet. A variety of materials is used to reach goals developed by students with the teacher's assistance. Individual progress charts, including pre- and post-test results, are integral parts of the program. Language learning areas include listening, speaking, reading, writing, and culture. Students work alone, in large and small groups, and in the language laboratory.

Developmental Funding: Local

Superintendent: James Malley

Program Contact:

Joe Smith
Midland Independent School District
702 North N Street
Midland, TX 79701
Phone: (915) 682-8611

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.